

## Latin Leaflet

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The *Latin Leaflet* is issued by the Department of Classical Languages in the interest of Latin teaching in the high schools of Texas.

Editor.

### NOTES FROM THE HOUSTON MEETING

The two outstanding features of the meeting of the Classical Section of the State Teachers' Association at Houston were addresses by Professor W. L. Carr, of Oberlin College, and Miss Lilia M. Casis, Professor of Spanish in the University of Texas. Professor Carr was present as representative of Dean West, who, in accordance with the desire expressed by the Classical Section last year, had been invited to address the meeting, but found it impossible to do so. As an active member of the committee which is engaged upon an investigation of the present status of Latin teaching in this country, Professor Carr was able to give the latest report of the findings of this committee, and in addition explained in a very interesting manner the aims of this investigation and the methods which are being employed.

Miss Casis, who spoke to a joint session of the Modern Language and Classical Sections, urged the necessity for coöperation among the teachers of all languages, both English and for-

eign, to the end that the real aims of language teaching may be realized. She deplored the tendency to isolate branches of learning, or to treat them with undue haste, scattering, superficiality, and lack of coördination. She pointed out the fact that just as the teacher of a Romance language needs Latin as a background, so does the teacher of Latin need to have a knowledge of its modern spoken forms, and that both classes of teachers would profit mutually by an intelligent and sympathetic understanding of the intrinsic worth of each of the languages as a basis of real coördination. The desirability of having in our Texas schools a large number of teachers who can teach both Latin and Spanish was emphasized.

The business session was given over to reports of committees appointed last year to promote the progress of Latin teaching in the state, and to the election of officers for next year. Miss Lavender's report of her work is given in detail elsewhere. She was asked to continue the same line of work, and also to continue the publication of the *Leaflet*. Other reports were given of addresses made at various teachers' meetings in the effort to stimulate a deeper interest in Latin study and teaching.

The officers elected are as follows: Miss M. M. McLeod of Houston, chairman; Mr. J. N. Brown of Denton, secretary.

## FOREIGN LANGUAGE BREAK-FAST

The Classicists at the Dallas meeting in November, 1921, made an experiment that proved so pleasant that there was a unanimous vote to have it repeated. This was a breakfast in a quiet room where there would be opportunity for a social meal and for laying general plans for the year following. This year the teachers of the Modern Language Section were invited to attend. A good breakfast was served by the Rice Hotel. During the serving, Latin songs were sung and a few short speeches made. Mr. W. S. Carr led a round table discussion and the work for 1923 was launched.

## MISS LAVENDER'S REPORT

At the meeting of the Classical Section of the State Teachers' Association at Dallas in November, 1921, I was commissioned to continue for another year the work I had begun in 1920. This work falls under two heads: visits over the state to schools, clubs, etc., and the publication of a leaflet for the benefit of Latin teachers. To speak of the leaflet first, there have been five issues: in January, February, April, June, and November. The purpose of this little sheet, as has been said, is to serve as a medium of exchange for the teachers themselves. It is modestly called a *Latin Leaflet*. As many as two thousand copies of each issue are sent out to those teachers whose names the office possesses. It is urged that all teachers send in their addresses from year to year, and that care be taken at the schools that mail be distributed properly. Extra copies may be had upon request. It is also desired that the teachers read the *Leaflet* and use as many suggestions as possible. The only reward the editors will receive is the joy that will come from improved conditions. To this end, every teacher should consider it a privilege to pass on whatever has been found helpful that has not been published in the *Leaflet*.

The first visit made in February was to Houston. There I spoke to large assemblies in four high schools, and in six ward buildings to large groups of children from the sixth and seventh grades. On this visit I spoke to the institute for white teachers and

also to the institute for colored teachers.

The second visit came in March and included Hillsboro, Mineral Wells, Weatherford, and Fort Worth. In the first three places I spoke to groups from the grades, to high school groups, and to the Mothers' Clubs. In Mineral Wells I also accepted an invitation to speak to the school trustees. In Fort Worth I spoke only to the Teachers' Institute.

In April I went to San Marcos. There I visited three types of schools: the public schools, a church school (the Baptist Academy) and the Normal College, speaking to the grades, to the high school, the Mothers' Club, and to two Chapel Assemblies. On this visit I also spoke to a Rotary Club.

In November I visited Orange for two days, speaking to the high school, to two groups of grade children, and to a group of teachers and patrons. In Orange, San Marcos, Hillsboro, and Mineral Wells, a member of the board of trustees came to the meetings and in Orange, the President, Mrs. Neff, went with me to every meeting held. On the trip to Orange, I spoke also in Houston to the Educational Division of the State Federation of Women's Clubs.

To summarize, addresses have been made to eleven high school groups, to eighteen groups from the grades, to three institutes, to five groups of patrons, to two Chapel Assemblies, to one Board of Trustees, to one Rotary Club, and to one group of the State Federation of Clubs, making a total of eight cities visited and forty-two addresses made, to approximately 10,000 people.

While the *Leaflet* is intended for the teachers primarily (though it is hoped patrons as well as pupils will profit by the issues from month to month) the visits are more personal. The visitor has been given not only a cordial welcome by the administrators, but the members of the teaching staff have entered heartily into the work. For this splendid spirit of cooperation and for the social fellowship, I am indebted to the places visited.

R. F. L.

## THE PROGRESS OF THE CLASSICAL INVESTIGATION

The period of two years set aside for the completion of the work undertaken by the *Classical Investigation*

under the General Education Board and American Classical League is now in its second year. An additional \$40,000 to carry it on has been given by the General Education Board. No conclusions so far have been published. Besides the two or three salaried directors, there have been groups of voluntary workers (consisting of language teachers and of teachers of education) that total as many as two hundred and fifty. This investigation has had, therefore, wide scope, both as to the number and quality of studies made and as to the number of participants. The best of the studies will be available for distribution either in magazine articles or in separate bulletins. The work should prove valuable not only for the results attained but also for bringing together the teachers in a common cause. In the future, there is likely to be more cooperative effort.

One of the first tasks this committee set for itself was the compilation of a list of objectives for the study of Latin. From the list prepared there are given below those that seem to be most outstanding. It would be well for each teacher to have a copy made to keep on the desk, and another to put up in a place convenient for the students. No opportunity should be lost, in class or in the general activities of the school, for making these objectives intelligible. In this way the students gain interest, and the school is gradually trained to see how Latin still lives. From time to time the *Leaflet* will contain short articles in illustration of these points.

#### SOME OBJECTIVES IN THE STUDY OF LATIN

1. Ability to read Latin with intelligence and pleasure after leaving school.
2. Ability to understand and personally appreciate the Latin authors.
3. Ability to define English words through the words from which they are derived.
4. Ability to spell, through knowing family groups.
5. Knowledge of the principles of English grammar.
6. Improvement of pupil's literary taste and style in English.
7. Ability to understand Latin quotations, mythological references, and scientific terms in subjects such as geography, physics, chemistry, law, engineering.

8. Ability to understand history and government.

9. Development of reasoning power through translation.

10. Development of habits of attention, accuracy, neatness, and persistence.

11. Increased ability to learn other foreign languages, especially the Romance group, which is modern Latin.

#### A COMMENT BY A COLLEGE SENIOR WHO IS MAJORING IN ENGLISH

My personal experience in attempting to acquire an English vocabulary may serve to show others how Latin can be one of the greatest aids to a study of English and one of the most efficient means of making a thorough English student.

As I desired to master that part of the English vocabulary in standard use, I jotted down daily all unfamiliar words in my reading. At the end of eight months, I found that I had accumulated a list of eighteen hundred and ten current words. In mastering this list, I spent ninety hours, about the length of time required by a one-third course in the University of Texas.

Upon my entering the University for my third session, to my surprise I found the same thing I had attempted being done with a high degree of efficiency in certain Latin courses. Whereas I had sat down unmethodically to amass such unrelated words as *ancillary*, *apostacy*, *egregious*, and *apotheosis*, the professor of Latin took up words at their source and made each the father of a group of words, thus forming a congenial family of terms in place of my heterogeneous, unsociable assemblies. For instance, from the Latin word *salio*, the past participle of which is *saltus*, are derived such words as *insult*, *result*, *resilient*, *assault*, and *salient*. Another Latin word *cedo*, from which come *recede*, *succeed*, *concede*, *exceed*, *accede*, and their variants, has an English progeny which will total between twenty and thirty words. Ninety hours spent in learning words after this fashion would have given me command of three times as many as I had learned by my unscientific method. Another advantage is that, if one knows the Latin root of a word, the word is self-defining. Such a study of Latin is invaluable to the writer,



the speaker, the journalist, the lawyer, and to any one else who desires to speak his native tongue with correctness and understanding.

ARTHUR SAMPLEY.

### LET EVERY PASSAGE IN TRANSLATION TELL ITS FULL STORY

In our settled conviction that we should have students able to scan and to construe Virgil accurately, we are likely, unless we are on our guard, to overlook many underlying ideas which, if developed, would add greatly to the interest of Latin teaching. For instance, in Virgil's *Aeneid*, Book IV, 11, 31-49, the speech of Anna to Dido, in which she attempts to persuade her to marriage with Aeneas, we find many traces of most subtle psychology. Anna presents fourteen separate reasons by means of which she hopes to banish her sister's scruples against second marriage.

She begins with an expression of her personal love, as a sister, for Dido,—a love which forbids her giving harmful counsel. She next makes use of Dido's loneliness, and asks why she should spend her youth mourning and forever alone. A stronger plea she makes is that of motherhood, for to Anna it seems hardly just that Dido should never know the love of a child. Besides, it is foolish for her to remain in widowhood out of consideration for the memory of a dead husband, for why should ashes and buried shades care what she does? Furthermore, Dido before this has been wholly indifferent to all suitors, both in Libya and in Tyre. Iarbas, a Libyan king whom she has rejected, she despised. But now at last there has appeared a man whom she does love, and Anna asks pointedly if she will fight against a love that is pleasing to her.

But if Dido chooses to turn a deaf ear to all these pleas, her sister has still others of a different nature in reserve. Next she appeals to the sense of fear; she reminds her sister that she has settled among bold, skillful, and warlike people, who at any moment may bring war upon her. In the face of these dangers close at hand, it is needless to speak of the wars arising at Troy and the threats of her brother Pygmalion across the seas.

A still stronger argument is brought forward that the Trojans have come under the guidance of the gods and with the favor of Juno. The climax

is reached in the two final appeals to personal pride and ambition. "What a city and what a kingdom will arise from such a union, and to what heights of glory will Carthage be raised!"

Then Anna cunningly advises her sister to seek the favor (not the will) of the gods. In words like these she bids her detain the stranger: "Invite him often to your home; make up reasons for his tarrying; warn him that the sea is rough; that Orion is causing rains; that there is news of shipwrecks; that he can not find his way." (54-55).

The next two lines vividly report the effect of Anna's persuasive power:

With these words she fans into flame  
the love enkindled,  
She gives hope to her doubts; she  
banishes her scruples.

### DERIVATIONS

1. The Latin verb *candēre* means means to glitter, to glisten, (to be white). The adjective *candidus* is a glistening white as opposed to *albus* a lusterless white. Likewise *niger* is a glistening black as against *ater* a lusterless black.

2. The adjective *candidatus* came to be a noun, and designated the one who wore glittering white toga while he sought an office. Hence our word *candidate*.

3. The verbs, *candescere*, *effervesce*, *coalescere*, *evanescere*, etc., are built on other words by the incorporation of the letters *sc*. These letters and their influence, children can remember as yeast in flour. For instance, the word *fervere* is to be hot: *effervesce* is to grow hot and to boil over (*ex*). So, we have incandescent, effervescent, coalesce, and evanescent. Note that this type of Latin verb is 3rd conjugation.

4. From *candēre* comes *candēla* which means a taper, the light used by the common folk as against *lucerna* the light used by the rich. From these come candle and the name of the city Lucerne.

5. The noun *candelabrum* means a candlestand. The suffix *brum* denotes an instrument. Therefore, the English noun *candelabra* (which is a neuter plural) should signify a stand for more than one light.

6. The Latin verb *incendere* means literally to stick the candle or torch to. What is the meaning of incendiary?